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17. ABSTRACT (MAX. 250 WORDS)

The purpose is to provide preschool summer readiness programs and primary grade school experience, to enhance the educational success of culturally disadvantaged children. Approximately 100 summer readiness programs were in operation in project schools in the summer of 1965, and have been followed by teams of three primary teachers engaged in curricular, methodological, and organizational development and improvement. Each team is assisted by a nonprofe: ional teacher aid and a part-time consultant. The program is being financed by a two million dollar State Board of Education appropriation, with a like grant from the Ford Foundation. Three hundred elementary schools will be involved with the program by 1966-67. Constant evaluative and research activity is taking place.

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18. SOURCE OF ABSTRACT

C. FUNDING DATA

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During the present year and for the subsequent two school sessions an interesting experiment in pre-school and primary education is being pursued in many North Carolina elementary schools. The project, known as the Comprehensive School Improvement Project, is directed by the State Department of Public Instruction and is financed by a two million dollar appropriation from the State Board of Education with a like grant from the Ford Foundation through the North Carolina Fund.

The major purpose of the Comprehensive School Improvement Project is to provide pre-school summer readiness programs and primary grade school experiences which are designed to enhance educational success for students who, generally, come from culturally different and/or economically deprived homes and communities.

Approximately one hundred summer readiness programs were in operation in project schools this past summer and have been followed in these settings by teams of three primary teachers engaged in curricular, methodological and organizational development and improvement. To each team has been added a non-professional teacher aide and a part-time advisory consultant from a North Carolina teacher-training institution. This expanding planning and implementing group, working closely with elementary supervisors and with the essential support and involvement of the principal, has considerable freedom to develop improved practices which may help each youth to advance in the attainment of basic educational skills.

Monies available to each participating school team provide not only for the summer readiness program, the teacher aide and the college consultant, but for other special consultant services, for additional instructional supplies and materials, and for staff travel to other in and out-of-state experimental settings.

ED002574

The 100 schools presently in the project will be joined by 100 more for the 1965-66 school year and a third group of 100 schools will be added in the final year of the program, 1966-67. It is hoped the experimentation, evaluation, and research in these 300 elementary schools will be of meaningful assistance in program development for all North Carolina schools.